

2021 ANNUAL REPORT



THE
**LEARNING
TRUST**
BEYOND THE CLASSROOM

CONTENT

Highlights

02

Incoming
Chairperson
message

04

Grantee
voices
spotlight

05

Diversified
granting

07

The Data
Collective
Case Study

08

Communities
of Practice
2021

10

Illuminating
impact of
After School

11

Lights On
After School
2021

OVERVIEW

Reflections

Marking the second year of the pandemic, 2021 called for us to think deeply about our role within the greater ecosystem of education. This is especially due to the irreversible impact that school closures and lockdown regulations had on learning. Once again, we were reminded of the critical role that extended learning programmes play for those harshly affected by these disruptions, mainly, learners in quintile 1-3 schools. After School stepped up to assist learners through supplying physical learning materials, curating online content and support, and extending psycho-social services.

With the backdrop of collaborating towards learning recovery, 2021 also marked the end of our three-year strategy, focused on three main pillars: maintaining our core programmes, building the sector, and strengthening our research and advocacy. Surprisingly, the constant change and uncertainty of the past few years allowed us to be responsive, innovative, and influential in our work, thus exceeding the goals of our strategy. As such, this annual report serves a dual purpose. On the one hand, we share the key ways in which we leveraged partnerships, resources, and initiatives to support the sector in the past year. On the other hand, we've segmented the report to illustrate the outcomes of our three-year strategy across the three pillars of our work. We invite you to explore the manifestation of all this work in the pages that follow.

INCOMING BOARD CHAIR'S MESSAGE

Sixolile Mabombo

I recently watched a documentary about The Space/Die Ruimte, a Cape Town theatre founded in 1972. The Space was all about 'protest theatre' – the casts and crew were racially diverse, it was open to everyone, and all the productions were a commentary on apartheid South Africa. The Space put on shows until 1979, when financial difficulties forced it to close. However, its impact lives on today.

Imagine if the stars that were nurtured in The Space – Fatima Dike, Athol Fugard, Winston Ntshona and John Kani – had never discovered their talents? Performing on a world stage was not the predictable future of a Black person born in their time. And yet, years later, the world saw John Kani (and his son Atandwa) acting in the first ground-breaking movie with a Black superhero as the main character, Black Panther. This movie certainly changed the way Black people see themselves; a new possibility was born. The power of storytelling and the production of stories that show us who we could be when we are at our best as a human race is undoubted.

For 11 years, The Learning Trust (TLT) has funded After School programmes that generate these kinds of stories. Stories of struggle, hope and triumph. Hundreds of thousands of young people who attend these programmes credit them with having a transformational influence on their lives – a place where they can hone their skills and tell their stories.

As TLT looks to diversify its sources of funding and reimagine its role in the After School sector in 2022 and beyond, we stand at the precipice of a new dawn, an era that could mean a vastly expanded set of possibilities for our young people and our country.

I can't wait to tell that story!

BOARD OF TRUSTEES



Christine Downton



Sixolile Mabombo



Allan Taylor



Bongiwe Mlangeni



Siphelele Chirwa



Zola Madikizela



Murray Leibrandt

EXECUTIVE DIRECTOR'S MESSAGE

Sibongile Khumalo

We are emerging from a very turbulent time in human history. The pandemic has exposed pre-existing structural inequalities that have manifested in loss, lack, prejudice and injustice of varying kinds. As the world gradually transitions from relief to recovery, so must our approach to tackling these ills. While restoration can be comforting, I believe we ought to seek out transformation instead. I hereby challenge all our partners to think carefully about a lasting After School contribution to this transformed reality.

As the last year drew to a close, we were deeply steeped in efforts to advocate for an end to rotational timetabling in 2022. We know that schooling forms the basis for all After School intervention – without regular teaching, there can be no effective enhancements. Our experience is that perceptions of our sector are slowly shifting and After School is progressively being viewed as an essential service.

By the conclusion of our triennial strategy, we had celebrated organisational milestones, released ground-breaking evidence of impact and made significant progress in building a more integrated field. In this new phase of our development, we're poised for greater ecosystem alignment, whilst leveraging both public funding and the youth bulge to scale After School. What this moment compels us to do is to move beyond a desire for normalcy, and to act fervently and tangibly towards building a new reality for all.

I am proud of the team that commits itself to leading this work daily, and am assured of our partners' capacities for real transformation, *beyond the classroom!*

THE LEARNING TRUST TEAM



Sibongile Khumalo



Zoe Mann



Charlene Peterson



Monica Canca



Gabriel Boka



Malibongwe Nkunkuma



Chubeka Kulu



Ongeziwe Nxokwana



Kumbirai Madziwa



Nompumelelo Mahlangu



Somila Mjekula

GRANT MAKING

In the past three years, maintaining our core programming has been a fundamental pillar of our strategy. We have identified and supported community based After School organisations through grant making, organisational development support, and the sharing of best practice models within the education sector.

AIM

To identify and support early-stage community-based extended learning organisations through a professional development journey, from early-stage fragility to organisational maturity, resilience, and influence.



Goal 1

Increase our grantee base and our ultimate beneficiary reach



Goal 2

To amplify after-school working practice and scale the sector's impact on learner outcomes.



Goal 3

Generate knowledge, co-create improvements, enable learning and benchmarking within the sector.

GRANTEE VOICES



Through TLT's support, our organisation maintained and deepened existing partner relationships and learnt to create new ones. TLT does not just provide funding but also commits to supporting the development of organisations.

Miranda Tait - [Jungle Theatre](#)

TLT's funding enabled our organization to reach more beneficiaries and opened more networking opportunities through the Community of Practice, which enabled our organisation to thrive in difficult moments. We especially like that TLT is present in everything we do



Prince Phetoe - [Matlhogonolo Community Outreach Programme](#)



Through funding, TLT has enabled our organisation to afford stipends for prevention workers who facilitate our programme in the schools and the community. We are grateful for the capacity building sessions that contribute to the growth of our organisation.

Cindy Martin - [I Protect Me](#)

SPECIAL & COLLABORATION GRANTS

Butterfly Art Project: Building A Movement



Based in Muizenberg, Cape Town, Butterfly Art Project (BAP) has been using visual arts for individual healing through integrating therapeutic art principles since 2010.

In 2021, TLT assisted BAP – now an alum – to bring their Community Art Facilitator (CAF) Training to Gauteng. The CAF movement began five years ago to train community facilitators to deliver therapeutic art programmes to children. Since inception, they have trained 178 active CAFs reaching out to 5 948 children.

BAP trained 20 After School practitioners and ECD facilitators in Gauteng this past year. These community facilitators are based all over the province, ranging from Ga Rankuwa in the north of Pretoria to Soweto in the south of Johannesburg. Learner numbers fluctuated in 2021 due to continued rotational timetables at schools, yet hundreds of learners have been reached with arts therapy via this expansion project.

There is much excitement around the art therapy movement that has been seeded in the province.

Several CAFs have already been identified as the movers and shakers of the group and will be guided to mentor other aspiring CAFs once they graduate from the programme later in 2022.



SPECIAL & COLLABORATION GRANTS

MusicWorks: Research collaboration in arts & health



When MusicWorks came to TLT in 2019, the focus of their proposed collaboration project was to develop an arts-focused Community of Practice (CoP) that had been launched the previous year, and commission research into the health and well-being impact of arts-based programmes on children.

TLT saw the need for such work to support the After School sector and deepen its understanding of quality programming in this area.

They held five virtual CoPs in 2020 and a sub-group of Directors emerged from this larger space to share best practices regarding leadership and fund development. It wasn't until the end of the year and into 2021 that the research was able to go ahead.

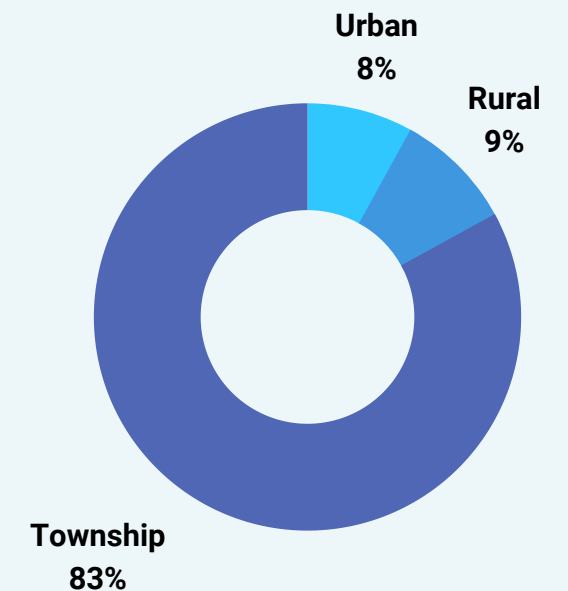
At this point however the consensus from the community was that there was a need to first define what art and health means in the South African and COVID-19 context and map the landscape of arts and health practices for children in South Africa, before delving into impact.

UNICEF and University of Pretoria came on board and helped develop a website for the project, as well as to facilitate various presentations of the preliminary insights from the research across the continent. Although the outputs of this collaboration grant shifted slightly over time, the results are a vocal community, a co-created knowledge product, and the foundations for further research in the growing field of arts-based programmes for children.

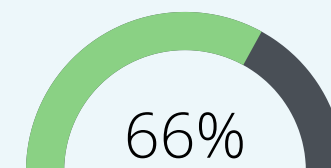
DIVERSIFIED GRANTING

LOCALITY

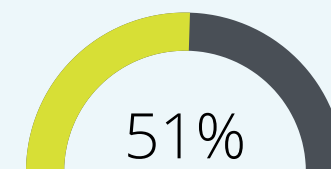
In the past three years, we've expanded our support to After School organisations operating in township and peri-urban communities. Learners in these communities attend quintile 1-3 schools that are often without the resources or human capacity to offer extra-curricular/learning activities.



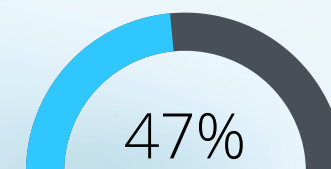
DEMOGRAPHICS



Black led



Women led



Youth led

After School Programmes (ASPs) fill the gaps where the current education system falls short. This targeted support comes from the recognition that former whites-only schools (quintile 4-5), continue to access better-quality education and after-school enrichment, on top of the social capital and networks that most schools, largely black and coloured in population, do not.

Thus, it has been important for us to progressively channel our funding and capacity support towards the groups that are closest to- and intimately affected by- the socio-economic inequalities of the system. The graph represents the percentage of these groups which we have supported over our 3-year strategy period.

SECTOR BUILDING

The second pillar from our 3-year strategy focused on building the field to strengthen the capacity of the sector to make an impact. The past 11 years have seen The Learning Trust continue to capacitate organisations through webinars, trainings, and regular peer-learning sessions such as Director's Circles and Communities of Practice. More recently in the Covid context, TLT opened its platforms up for more inter-provincial engagement online and coordinated the sector's education recovery response to ensure meaningful support to practitioners, schools and learners.

AIM

Developing and delivering professional development sessions and training to emerging After School organisations to build the sector.



Goal 1

To strengthen the After School workforce.



Goal 2

To support grantees and other organisations through knowledge sharing and skills building.



Goal 3

To foster self-driven learning amongst the After School community.

ALUMNI VOICES

Over the years, The Learning Trust has supported over 180 organisations and schools leading to an expanding alumni community. At the end of 2021, we hosted the first alumni networking event to introduce and connect partners in the After School community.



Jonas Schumacher - [Masifunde Learner Development](#)

The networking event was a fantastic way to spice up the daily grind at home where I largely work on my own. Being thrust into a room with a whole load of very inspiring people was incredibly energising! Being able to share problems, discuss solutions and get to hear about different ideas within the space was hugely beneficial for me. My key take away was that when you find and define your niche and communicate that clearly and can express exactly what you need support with – there are enormous opportunities.



Tori Gardner - [CoolPlay](#)

SECTOR-BUILDING GRANTS

The OLICO High School Academic Programme (OLICO HSAP): Catching Learners Up

The OLICO HSAP is a collaborative project that aims to replicate the success of the OLICO Grade 8 & 9 maths programme through partnerships with After School Programmes (ASPs) across the country.

TLT raised funds for the roll out of the high impact model through our national After School network, and OLICO have come on board as a technical trainer. Since the programme began in June 2021, eight implementing partners have been selected and received funding, training, and support to use OLICO's model and resources in 2022. The eight organisations operate across three provinces,

- **Eastern Cape:** Awarenet & Inkululeko
- **Gauteng:** Mamelodi Initiative & Transitions Foundation
- **Western Cape:** Beautiful Gate, IkamvaYouth, Regenerative Neighbourhood Development Agency & OLICO

Collectively, they are projected to reach just over 800 Grade 8 & 9 learners from approximately 30 schools, with a blended in-person and online academic intervention.

We are excited to be part of scaling this model. OLICO's 2021 Grade 12 cohort in Diepsloot produced incredible results with a 100% matric pass rate, including 95% Bachelor passes and 6 pure maths distinctions. ASPs can play a huge role in education recovery efforts and we are excited to be partnering with the Maitri Trust and implementing partners to leverage technology for deeper learning and academic catch-up efforts.



SECTOR-BUILDING GRANTS

A Data Collective Case Study: Changing Minds

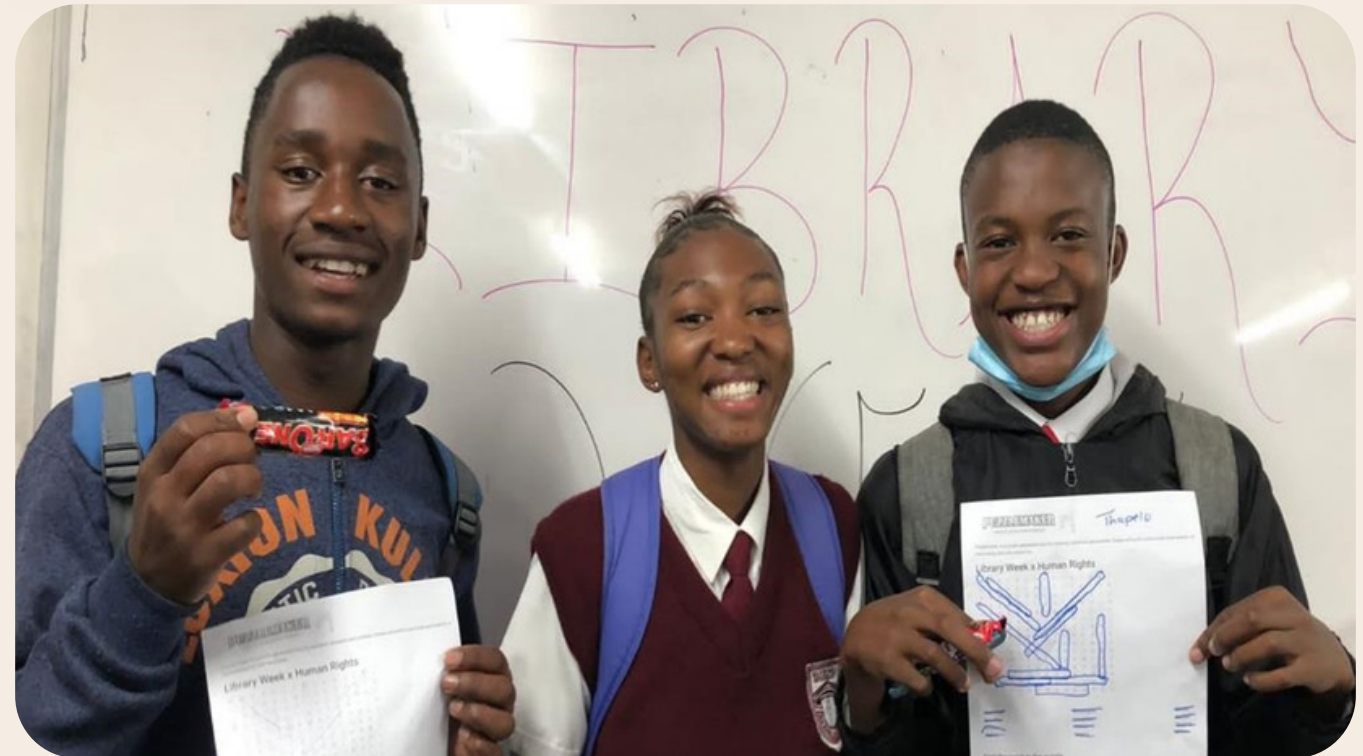
Phakamani Young Minds Academy (PYMA) was established in 2014 in Eldorado Park.

Their programme portfolio grew fast, and they quickly realized the need to collect data for Monitoring & Evaluation (M&E) purposes. They were diligently collecting attendance data and academic results on an Excel tool for the first few years.

While this system was effective to check learner and tutor attendance rates, it did not help to answer the questions they had about learner performance and commitment over time.

It was then that they started participating in BRIDGE's MEL Community of Practice and TLT's Data Collective. These engagements greatly influenced their internal M&E processes. Namely, they adopted a more integrated approach to data collection and analysis that links data insights with their daily operations, human resource management, programme planning and budgeting.

Specifically, PYMA used the information regarding learner commitment to inform learner recruitment processes and school engagement based on learner numbers and attendance. They also used this data to communicate to parents and celebrate learners' commitment. The use of tutor commitment data led to improved selection processes and retention of tutors.



Director, Mthandazo Khumalo says that the Data Collective helped to “formalize and communicate what [they] already had a sense of” and gave credibility to their programme outcomes.

This story is not unique to PYMA. Many of the organisations in the TLT network have benefited from the Data Collective. Contributing organisations have reported mindset shifts, improved quality of communication and proposals, mobilisation of funds, more efficient allocation of resources.

Organisations are now looking to collect and analyse academic performance, define socio-emotional learning outcomes, and add data points that speak to their own unique questions and funder requirements. There is now a palpable excitement about the possibilities of Monitoring, Evaluation and Learning for the After School sector.

COMMUNITIES OF PRACTICE 2021

In 2021, our key priority was to ensure that we reignite and build resilient After School organisations that will thrive post-COVID. Relevant to the context of the pandemic, we prioritised building deeper connections and sustainable sectoral relationships in our Communities of Practice. Across all our provinces, we began by exploring the influential players in the Education Ecosystem, which built up to various other relevant themes for the rest of the year. Below we share the key tips and lessons that came out of the CoPs. All these lessons have been packaged into individual learning briefs – [visit our website to explore](#).

MARCH

ALL

AFTER SCHOOL'S ROLE IN THE EDUCATION ECOSYSTEM – Guidelines for Building and Managing Relationships

Researching key partners and building effective communication with relevant stakeholders brings about trust and understanding that is needed in sustaining relationships within the education ecosystem. Additionally, inviting teachers, parents, and caregivers to explore and participate in After School Programmes increases support, engagement, and care for both the programme and the learner.

JULY

EC

Addressing challenges faced by learners in ASPs

Be intentional about supporting learner wellness through developing a healthy work environment, training practitioners accordingly and creating strategic partnerships for referrals.

GP

Fostering collaborations with communities

Have MOUs in place for strategic partnerships to make collaboration work at a community level.

WC

Engaging parents and care-givers

Connect with the parents and guardians of the children and youth in your programmes directly (beyond the learner).

OCTOBER

EC

ASPs connect through mindfulness

There are different exercises and techniques to deal with stress induced by our work and organisations should frequently embed these practices into team culture.

GP

Strategies for learner recruitment and retention

Learner recruitment should be an ongoing process throughout the year with buy-in from parents & community.

WC

The Role of After School in Academic Catch-Up

ASPs offer a complementary solution to closing learning gaps and supporting schools to offset a longer-term education inequalities.

RESEARCH & ADVOCACY

The third pillar from our 3-year strategy focused on 'Advocating for After School' to show the various ways that #AfterSchoolWorks. Through strategic partnerships, thought leadership and digital campaigns, we begun to showcase the vital role that enrichment activities play in the life trajectories of children and youth in underserved communities.

AIM

Advocating for extended learning in out-of-school hours to ultimately influence the national education agenda and policy to recognize After School Programmes as key players in the education sector.



Goal 1

To raise public awareness about the importance of access to After School programmes.



Goal 2

To foster a constituent voice and involve sector players in media campaigns.



Goal 3

To conduct further research on the impact of After School and strengthen the investment case.

PUBLIC VOICES



JP Duminy

I've been extremely fortunate to be afforded many sporting opportunities. I believe in using my influence to create positive change in the community. After school programmes show kids that their current circumstances don't have to be their future reality.

We as South African citizens, businesses, government etc need to invest in young people. Investing doesn't always have to be financial - it could also be advocating for programmes that will help uplift youth which would, in the end, help them reach their full potential.



Lukhona Nonyukela



Sarai Mandude

It's not only the role of schools to educate our children, but it is also a community responsibility. After School programmes, help prepare our children holistically, assisting them to develop critical life skills often needed in the workplace.

EVIDENCE OF SECTOR IMPACT

A Case for Investing in After School

In 2021 we published the **After School Investment Case**, a significant milestone for TLT and the After School sector towards the production of local impact research.

The report, that was nearly 3 years in the making, interrogated the ability of our education system to efficiently meet learning outcomes and outlined the return on investments into After School Programmes (ASPs).

Given the compounded effects of the pandemic on learning, the limitations of our public school system and the diverse barriers in wider society, the report shows how the After School sector has evolved, adapted, and innovated to meet the needs of the most vulnerable learners.

The report shares two case studies – from IkamvaYouth and OLICO – that demonstrate ASPs potential to not only decrease the number of schooling-years required per learning outcome, but essentially guarantee that the state spends less to ensure learners excel (particularly in maths and science) and qualify for a Bachelors' degree.

It then makes a case for why the philanthropic sector as well as government should ensure that underserved learners can access extra support from ASPs, as an economic imperative.

To mark this great research feat, we also hosted a webinar to launch the report and discussed the outcomes of the research conducted. Joining the panel discussion was Nic Spaul of Research on Socioeconomic Policy Group (RESEP) at Stellenbosch University; Merle Mansfield, Managing Director of Zero Dropout Campaign; and Hope Chidawanyika, CEO of IkamvaYouth. The panellists argued that the After School sector is well-positioned to make a measurable improvement to learning backlog challenges faced by the education department.

The publication of the Investment Case and webinar launch garnered us significant media attention, supporting our advocacy efforts to bring awareness to the value and impact of After School.

ADVOCACY

Illuminating the Impact of After School

Evidence from historical research documents the long-term effects of school closures which results in decreased learning outcomes, lower earnings, higher rates of unemployment and lower skilled occupations for affected learners.

Given our widened inequality gaps even pre-pandemic, we cannot afford to dismiss the compounded effects of the pandemic on the future and socio-economic sustainability of South African youth.

That is why it has been necessary, as part of our advocacy efforts, to produce research, influence policy and offer models that can directly inform the types of interventions and investment directed towards education-recovery plans.

First, as part of Stellenbosch University's conference under the theme, 'Social Justice and Education for the 21st Century', we presented a paper on Innovative Social Finance Models to Scale and Sustain After School Programmes.

The presentation placed a spotlight on the work of After School Programmes (ASPs) in 'equalising opportunities' for learners who have suffered the brunt of learning losses and highlighted the potential approaches for an outcomes-based financing model that leverages the After School sector to improve learning outcomes in South Africa. This presentation has since been packaged into an academic review and can be accessed from our website.

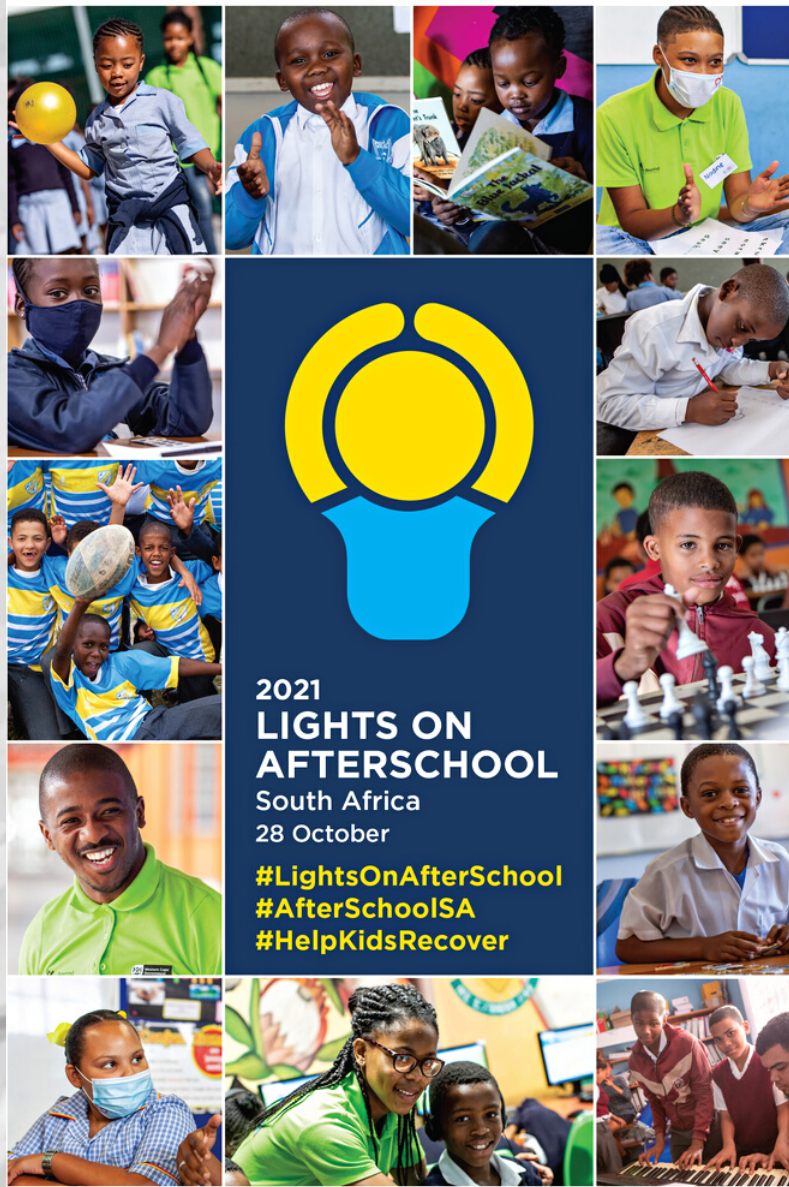


Second, using existing national assessments (TIMSS data) in South Africa, we sought to determine the extent to which learners participate in 'shadow education'. Shadow education is understood as extra lessons in school subjects provided during after-school hours.

In the absence of comprehensive research into this area, our research – primarily focusing on extra mathematics lessons in grade 9 – revealed that learners from lower socio-economic backgrounds and school quintiles account for most shadow education participants.

Given how this data constitutes to a significant understanding of our national education system, our paper calls for further research and highlights the need for a national audit on after-school programmes.

LIGHTS ON AFTERSCHOOL 2021



For the second year running in South Africa, the #LightsOnAfterschool campaign was bigger and, dare we say, better! This is all thanks to the hundreds of After School advocates, donors, community leaders, and practitioners who campaigned (online and physically) to bring awareness to the importance of After School Programmes (ASPs) for learners and youth.

With co-ordinating efforts driven by The Learning Trust in partnership with the Youth and After School Programme Office in the Western Cape and the Community Chest, the campaign drew the attention of nearly 1,200 digital participants in South Africa alone. Internationally, the campaign was supported by thousands more using the #LightsOnAfterschool hashtag leading up to 28 October.



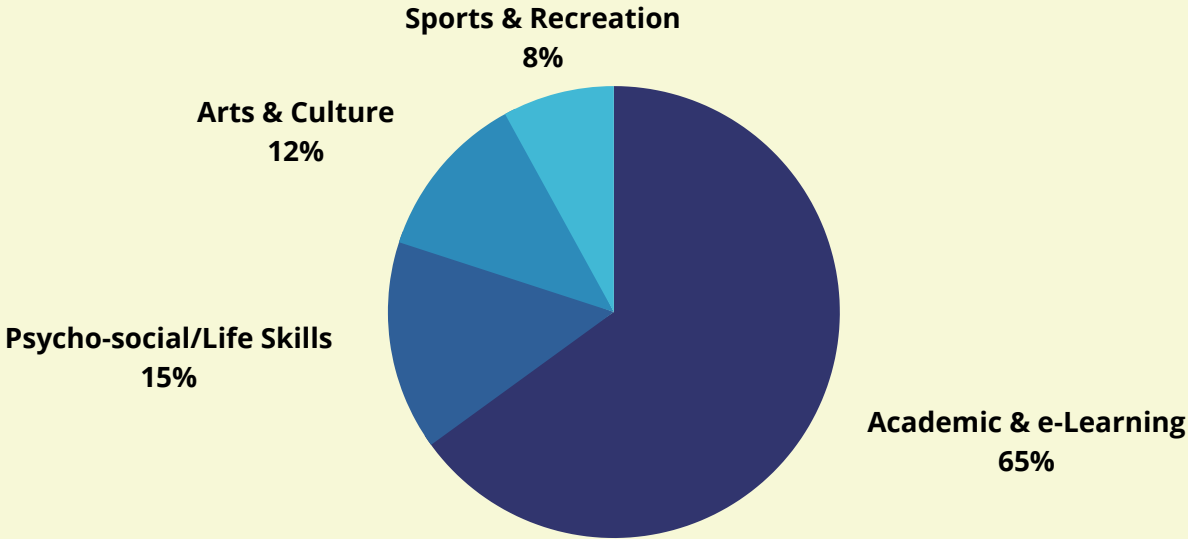
2021's theme, #HelpKidsRecover, placed the spotlight on all the ways ASPs have actively worked to meet the academic and psycho-social needs of learners, during a time when the pandemic exacerbated education's inequality crisis and widened the learning divide. Throughout this time, ASPs were able to leverage their strong relationships with learners and parents in order to provide at-home learning resources and tutelage via WhatsApp, ensuring no learner was left behind.



We were honoured to have the campaign supported by influential Ambassadors and Champions from local celebrities who've had first-hand experience in ASPs that determined the course of their life-long careers. Lights On also caught [the attention of the media](#), with radio stations interviewing ASPs that are making a difference in their communities, and print publications acknowledging the ways ASPs have helped kids recover from COVID-induced learning losses.



2021 GRANT SPEND



2021 FINANCIAL REPORT



FOLLOW US



#AfterSchoolWorks

CONTACT US

173 Oxford Road
 Rosebank
 Johannesburg

info@thelearningtrust.org

